**How will you facilitate an authentic collaborative learning experience to promote deeper student engagement with content skills and concepts?**

In a Foreign Language Department meeting, we will reexamine what the purpose of Foreign Language learning is. We will review content standards, state and national standards, and college requirements as well. By doing this exploration, the students of this course will be reminded of their purpose to promote further learning that will ultimately be beneficial to the language learners.

Websites to review:

<http://collegeapps.about.com/od/theartofgettingaccepted/a/ForeignLanguage.htm>

Alliance for Language Learning: <http://www.wfu.edu/education/vision2010/links.html>

College Board: <http://apcentral.collegeboard.com/article/0,,150-157-0-2200,00.html>

**Educational Leadership: December 2004/January 2005**

[**The Complete Curriculum:  Ensuring a Place for the Arts and Foreign Languages in America’s Schools**](http://www.nasbe.org/Educational_Issues/Policy_Updates/11_9.html) NASBE ( National Association of State Boards of Education) Policy Update, Vol. 11, No. 9.

[**Campaign urges America to learn foreign languages**](http://www.washingtontimes.com/national/20041207-111412-8271r.htm)**-**

"Nearly half of Americans say there is "too little" foreign language instruction in the nation's public schools, and 50 percent attribute this to a lack of funding, a Roper Poll has discovered..."  Read the article.

[Data Center provides actual numbers and percentages of speakers and includes census data about seven additional groups of languages less commonly spoken in the United States.](http://www.mla.org/census_main)

**As members of collaborative groups, how will you support students’ efforts to identify solutions to the problem you are using as the framework for your PBL instructional unit?**

Students will be provided a list of websites, and resources to review in small groups/partners. Next, groups will also be required to speak with students who are currently taking courses, (from level l to the highest level offered at the school). Through this conversation, insight into student’s attitude will assist in creating the final promotional project. Selected groups will be asked to contact the local universities/colleges for additional insight to Foreign Language entrance requirements.

**Websites:**

Why study fl longer than required: 2007

<http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>

American Council on the Teaching of Foreign Languages (<\*Comments about references are from) <<http://www.actfl.org>>

Center for Applied Linguistics (2004): Why, How, and When Should My Child Learn a Second Language? <<http://www.cal.org/resources/pubs/whyhowwhen_brochure.pdf>>

Committee for Economic Development, Education for Global Leadership (2006) The Importance of International Studies and Foreign Language Education for U.S. Economic and National Security <[http://www.ced.org/docs/report/report\_foreignlanguages.pdf](http://www.ced.org/docs/report/report_foreignlanguages.pdf%20) >

ERIC, 2000: Promoting a Language Proficient Society: What You Can Do <<http://www.cal.org/resources/digest/digest_pdfs/0001-promoting-society.pdf>>

National Council of State Supervisors for Languages NCSSFL is an organization of education agency personnel from all states of the United States who have the responsibility of foreign/world language education at the state level. <<http://ncssfl.org>>

National Research Council, Center for Education (2007): International Education and Foreign Languages: Keys to Securing America's Future. Committee to Review the Title VI and Fulbright-Hays International Education Programs, Mary Ellen O'Connell and Janet L. Norwood, editors, National Research Council <<http://books.nap.edu/catalog/11841.html>>

U.S. Department of State: National Security Language Initiative <<http://www.state.gov/r/pa/prs/ps/2006/58733.htm>>

**What criteria will you use to assign learners to collaborative groups, including a rationale? What will be the size of the collaborative groups you will include in your unit?**

We will review information has been retrieved from the groups researching criteria, from our revisiting the purpose of Foreign Language learning, from the standards, from University requirements, and finally, from the impressions of the language learning students themselves. Once we have reviewed and identified this information, we will be able to understand what the problem is. Then as small groups/partners, we can develop a tool that will enable us to be all requirements and expectations to allow us to effectively promote the learning of upper levels and AP courses. (Increase enrollment)

**Which digital tools and websites are you considering for collaboration in your unit? How will you assess participation of the students in their collaborative groups?**

As a group, we will look at what will be the best way of promotion on the website. Two specific digital areas will be PowerPoint presentations and videos. We will identify which teacher has the most experience in which areas, and then we will decide on the best way to form groups with this information.

Websites to review:

<http://its.leesummit.k12.mo.us/images/Storyboard.PDF>

<http://edtech.guhsd.net/video.html>

<http://teachertube.com/>

<http://www.surveymonkey.com/>

<http://www.ischool.utexas.edu/technology/tutorials/graphics/moviemaker2/>

<http://desktopvideo.about.com/gi/dynamic/offsite.htm?site=http://www.saskschools.ca/resources/techref/moviemaker/movie.html>